MARGOT ASQUITH SAYS DIRE NEED OF MONEY DROVE HER TO WRITE 'THAT BOOK'

Wife of Former Premier Sold Many of Her Jewels to Provide a Home After 10 Years in Downing Street

Took All Her Husband Made as Head of British Government to Live, She Says.

WORKS FROM 5 A. M. TO 11

Now That Lecture Tour Is Over She Is Going to Write Impressions of America.

By the
GENTLEMAN WITH A BLOTTER.

MARGOT has come and gone. What impression did she leave on the Americans whom she met and talked to in her contralto voice? What impression did these Americans, at least that portion of them whom she met without footlights between, make on her? The second question may, perhaps, be answered but not by Margot. She eluded it. Verily she is elusive, a true woman, veiled underneath all her unveilings, and to perceive her one is obliged to light the candle of imagination. But one has to do that in order to understand the simplest human being, and the lady we are speaking of isn't simple; she is complex.

What is the real Mrs. Asquith?

Does she know? Probably not—indeed, positively not. At rare intervals a cold white light shows us ourselves. We look with a shudder and are relieved when it fades. How can anybody expect that Mrs. Asquith for all her genuine frankness differs in this respect from other people?

What follows is an attempt to put down simply, without malice or wit or cleverness, precisely the words of this woman who has been justly credited with all three, uttered by her in an interview unsought and unexpected. These words may give her thoughts about America or may conceal them. Let the reader judge for himself.

Because the interview just "happened" may explain why what the English woman said remains vivid even as to unimportant things and the man to whom she said it doesn't have to use his blotter, but lets the ink run where it listeth. What he omits are the things Mrs. Asquith put him on honor about when she followed them by saying:

"Remember, my dear boy, I say that to you as a friend and not for publication."

Confidence in Human Nature An Attribute of Margot

Isn't this mark of confidence in a stranger a clew to this woman's nature? No practiced intriguante would employ a wile so fraught with danger. Straightforwardness is a trait of this very contradictory woman; honorable in her habit of outspokenness she credits others with honor. And in this instance she will not be deceived.

It was while waiting for the Princess Bibesco to come into her parlor of a hotel to keep an appointment that the door opened softly and a slim, dainty figure in silver gray, with a small toque on a proud head, came in.

"How do you do?" she said; "were you waiting for me?"

"No, but for your daughter, for you are Mrs. Asquith, aren't you?"

"Yes," said the lady, extending her hand.

"Then I am glad to be so fortunate. You may help me to persuade your daughter to do for me what I am going to ask."

"And what is that?" asked she, sitting down on a broad divan and motioning the stranger to a seat beside her. She glanced about her.

"I want a cigarette."

"Have one of mine."

She lighted it, puffed a minute and then said: "Shall we have tea? Meanwhile, tell me what you came to see Princess Bibesco about."

"About you. You have just returned from a tour of the country; you've given Americans an impression that may not be the true woman at all, an impression of a public character, something political, a kind of British statue on which people have gummed all sorts of anecdotes, stories that may be smart but may not be true. I should like to know the woman, not the statue, her weaknesses—some of them—is she fond of her husband, does she love her children? Who could better paint an intimate family portrait than your own daughter?"

Mrs. Asquith listened without a smile, without a change of countenance. Then she said:

"Elizabeth will not do it. And there is no need of doing it. I have done it in my book. Have you read my book?"

Scrappily, her new friend admitted.

Thinks Her Readers Must Know Her Thoroughly

"Ah, if people would only read it seriously they would know me through and through; they would know that the heartless if occasionally smart sayings that are attributed to me were never mine; they would know what my hearth, my husband, my children mean to me. But people so seldom read, and it is so much easier to pick up and retail gossip. I recently heard a woman who was not aware of my being about say to a group of women: 'I can't bear Mrs. Asquith; she's a horrid creature who goes about making books of her friends' weaknesses.'

"'How do you know that?' I broke in. 'Did you find it in my book?' It turned out that the woman had not read my book, but she had 'heard' things!

"Have you an idea why I wrote that book?" inquired Mrs. Asquith, laying a long white hand on her companion's shoulder and looking into his eyes with her own large and black and beautiful eyes. "I will tell you.

"When we left Downing Street after ten years not a penny had been saved. How could one save living there and occupying that position? Friends took in the children while Herbert and I went about looking for a tiny house suitable to our want of income. Mr. Asquith began a great lawyer, but could be at this time of life begin again as a lawyer? Could he desert his party? The latter was unthinkable.

"So it was selling this and that property, selling my pearls, selling this ring, that brooch. One night I went to bed in deep discouragement and wondering what I should sell next. In the middle of the night I woke up to hear myself exclaiming:

"'Margot, you shall not sell another thing! you shall start right in and *make* some money!

"By 5 o'clock next morning I was up and at work on my book, 'Margot Asquith.'"

"And since then," pursued Mrs. Asquith, "I have got up every morning at that early hour and worked steadily until 11 o'clock. It's a habit now that I permit nothing to break into; I have worked in this way all through my American visit, for of course I'm writing a book about America."

"And all this, including the weariesomeness of a lecture tour to make money. Have you made it?"

Mrs. Asquith, who constantly presents a pleased visage to the world but seldom smiles, here broke into a regular laugh.

Doesn't Know Whether Or Not Tour Made Money

"Do you know, my dear boy? I don't know. I have my guarantee, but what more I am ignorant of. My audiences in many places have been very great, especially so in Boston, where the immense Symphony Hall was packed from pit to garret. And everybody heard me readily. I am still concerned because of the criticism—a little unjust, I think—made of my first talk in New York. I was just off the ship, tired and weak. I never should have gone on, but was I to flunk at the very outset? Never!

"In the main I have been treated fairly by your people and have met with great kindness everywhere. I complain only of your newspapers, and not so much of them as of their representatives, who come with their minds prepared as to what I should say, and too often, alas! have printed their preconceptions as my words. This has not been general, and perhaps it was to be expected, for they wanted to write something clever, and their ideas and mine about what is clever differ widely.

"Yes, I say it boldly and for what it is worth—there is vast room for improvement in the American newspaper."

Said her caller: "I have heard criticism of the same kind, if not in the same degree, of your English newspapers."

"Never! never would British newspapers dare to put in the mouth of a person what she had not said! Our British papers are far from being perfect; they are slow compared to yours here, which sometimes in their stride ruthlessly tread on truth. But I will say no more about your papers; I have, perhaps, already said too much."

"What in return for our hospitality are you going to say about us?"

"Nice things, nice things," declared Mrs. Asquith, "for my personal interest has been deeply awakened, and along with it has grown in better knowledge my admiration of the best in the American character. I always liked Americans in London; by their sincerity and openness I felt a bond of friendship between them and me. I like them better still after seeing them in their home. A more kindly, hospitable and generous people could hardly exist anywhere. I have found fine people in every city where I have visited, men and women of high ideals which, however, have little chance for developing into action because these ideals war constantly with commercialism. One day when a modest fortune shall seem enough for comfort and for a kind of elegance of living the Americans will present a truly admirable type.

"But my book isn't going to present anything alarming; it will be an appreciation and not a criticism. Perhaps I should add that it is not likely to be too sweet. I don't go in much for confections. I shall tell the truth, be convinced; but in the main it will be pleasant. It pleases me to be able to do this, do you know, for I am coming back."

Mrs. Asquith is a woman of charm, a feminine charm that ought to work on all men notwithstanding her firmness of fibre. She utters her opinions in a way that admits of no argument and she is as positive as the most strong willed man. But she mixes them up like the most feminine of women, and this little habit of jumping from bough to branch and back again renders her talk a little hard to follow (for the mere man) and somewhat disconcerting. Leave her alone and she comes back always to the point and succeeds in fixing it the way she wants it in the mind of her listener. This *non sequitur* is a confusing aspect of her book as it is of her conversation, particularly the way she jumbles dates. When one thought she was still speaking of Boston one found that she had already sped to Chicago.

Insular Lady Thinks Truth Was Born in England

Almost the only insularity shown by Mrs. Asquith was her conviction that "the truth" could be found in England and rarely anywhere else. She made no effort to say smart things and there was no malice in what she did say. The lack of correlation was, as has been said, one of the first things to be noticed in her talk as it is the chief criticism made of her book. Many men and most women treat us to this kind of talk, which to fully comprehend we must ourselves supply the missing links. The wonder is none the less that a woman who has read so much and lived so long in an intellectual atmosphere is satisfied to speak and to write disconnectedly.

Counteracting this defect is her naivete, her complete imperturbability, her taking for granted that her confidences and dicta will be accepted without question. She would be shocked to have her sincerity doubted. Her facts are what she remembers and if they are mistaken it is because she has forgotten and not because she has tampered with them.

When her daughter came in, an hour after the hour she had appointed, the dialogue, which deserves rather to be called a monologue, ended, Mrs. Asquith went out of the room leaving the bulk of her American adventures untold. But she can be trusted to pour them all into her new volume, on which she is working daily "from 5 A. M. to 11 A. M."

She has had a new experience which she admits has taught her much. One can fancy her gliding into a room full of people in London prepared to tell it and with what deep attention they will listen to Margot. English society has long acknowledged what American society had no good opportunity to see—the charm which is an attribute of this remarkable woman.

To Write a Book About America

MRS. MARGOT ASQUITH.

Radical Changes Needed in Present System of Education, Says Chicago University Head; But It's a Most Difficult Task to Attempt

Whole Process Too Involved and Complicated, Is View of Dr. Judson.

PROBLEMS ARE NUMEROUS

To Become a Doctor, Beginning at Age of Six, One Has 21 Years of Study.

By
PRES. HARRY PRATT JUDSON
Of the University of Chicago.

AVERY whimsical situation is that in educational organization. Few things, if any, are more complicated, more entangled, one with another, more difficult to reconstruct in any new and simple way. A curious body is a group of educators seeking a solution of one of the many Chinese puzzles in their calling. There will be reams of paper, showing how things are, how they came to be as they are, what are their many and obvious infelicities; then what a multitude of difficulties bristle in the way of every approach toward any new and desirable adjustment. Yes, there certainly should be radical changes, but any attempt to bring about such change will at once cause more trouble than it can possibly remedy. Really, it can't be done. To be sure, some new complication can be added—no great thing in itself, but the long succession of such things has created the jungle in which our educational system is tangled and is continually adding to its mazes. But to cut paths through the jungle, least of all to clear it up altogether, is quite out of the question. It can't be done.

Dr. Judson Despairs of Educational Jungle

The salient facts, however, are quite obvious and have been copiously discussed. The whole educational process has become too long, too involved, too repetitious. There is lack of cohesion, a very definite lack of sequence.

It is too long. Beginning theoretically with the age of 6, there are eight years in the elementary school, four years in a secondary school and four years in a college. That brings the average student, should he go through all, to the age of 22. Then if he goes on in a normal medical school of high grade he takes four years more, bringing him to the age of 26. Then a year at least as interne in a hospital enables him at the age of 27 to begin the practice of his profession. It will be then several years later before he can find himself fairly established in practice, and, really, to many the age will be 30 or more.

In fact the records show that in our best medical schools the age of graduation is about 26½. The hand at least is more facile a few years before that—the laboratory training is more effective and perhaps the mind is more flexible. The course as a whole is too long. In its earlier years it is too long in detail. The eight years of the elementary school should be six. An actual test of a seven grade elementary school has shown conclusively that the eight grades of work can be done in seven with no loss of training whatever. With proper adjustment and proper attention to sequence the same can be done in six.

Curriculum of Our Colleges Grew by Accident

The American college curriculum is the outgrowth of accident. Its origin antedated any American university. It was at the outset supposed to have English sources — whether public school or Cambridge, or both. In fact, it grew as a hybrid—Rugby and Oxford, perhaps—something of both and not much of either, with gradual accretions from what American life seemed to demand. It never was definitely planned as a coherent part of an educational system, but took shape gradually, more or less fortuitously, and without a very specific aim. The college student was doubtless fitted in general intelligence to begin reading for one of the learned professions—divinity, law, medicine. An increasing number entered business life with minds made more acute, with knowledge of many things which sweetened life; above all, with experience of men. Macaulay in discussing the Indian civil service preparation insisted that the important thing was not what knowledge the candidate possessed so much as how he had come out in measuring himself with his schoolmates in their common tasks.

All these the colleges have given, and the gift is not small.

But meanwhile other forms of education have developed, and they also have grown rather by themselves and without much attempt at coordination with existing agencies.

Schools of law and medicine and divinity have taken form, in some cases superimposed on the college, in others parallel in part with the college course. So-called "graduate schools" have of late appeared, ostensibly intended to provide the college graduate with a specialized training, both in knowledge of a particular field and in the method of original work. But it soon appeared that no hard and fast line divided much of the "graduate" work from a considerable part of the college work, either in content or in method. Many courses are announced as "for college and graduate students."

Professional Study Shortened By Eclectic Courses

Then at once appeared the obvious question of the amount of time which should be devoted to professional work in a school of law or medicine after graduation from the college. The law curriculum requires, we may say, three years of study devoted to specific legal subjects. But the college student may very properly elect some such subjects in his senior year. They furnish an excellent body of liberal knowledge for a citizen who does not mean to be a lawyer. Shall he then, if he desires to finish the law course, which he can do now in two years, be graduated in law at the end of that period, side by side with others who have not taken the law courses in college and who therefore have been required to devote three years to the law school after taking the college degree? Why not? The work of the law school has been done. Otherwise, either the college student should be debarred from the law courses, or he must be required before taking his law degree to spend another year in non-legal study so as to insure all having the same amount of general culture. Is this worth while? Wide knowledge of many things is valuable for any one—lawyer, physician, divine—no doubt. But the field of human knowledge is broad and daily becoming broader. In certain middle age centuries all learning could be comprised in one portly volume. Vast libraries are inadequate to-day. The question as to where the limit of general knowledge should be placed as a condition precedent to professional training is, after all, somewhat arbitrary. It is a question of relative values. What is the preferable use of the year in question? Should it be devoted to acquiring more general education, or to the practice of the profession?

The same question precisely, *mutatis mutandis*, applies to the curriculum of the medical school. The advanced schools may require a bachelor's degree for admission, including in the work for that degree a minimum amount of chemistry, physics and biology. But suppose that in addition to this minimum of scientific work the student should have had in his college a full year of anatomy, physiology and similar basal medical courses, shall they be credited to apply on the four year medical curriculum? This question is usually answered in the affirmative in leading universities.

In short, it is recognized that in a college career there easily may be courses of instruction which belong properly in a scheme of liberal study, but which also are essential to a course of professional education, and which, if taken by a student in the college course may also be accepted by the professional faculty, fully credited and thereby used to shorten to that extent what otherwise would be an unduly protracted period of study. The combined college and medical course may thus be eight years, or seven years, or six years, according to what it may include of a professional nature.

This overlapping is reasonable and in many cases desirable.

For some unaccountable reason there is not as yet the same flexibility at the earlier part of the college course.

High Schools Propose Final Schooling to Many

Secondary schools in this country were once largely college preparatory schools, and their work was quite definitely planned with reference to the admission requirements of one or more specific college. But academies and high schools have grown up with a totally different major purpose—that of providing education for those with whom this is the final schooling. Incidentally those who wish may prepare for college entrance in most of these schools.

The development of the curricula of such secondary schools has covered a wide range of subject matter and in many cases has reached a high excellence of treatment. This fact has introduced a very new element in the situation in the college course. There has developed a very definite overlapping of the school and college curricula—an overlapping both in content of courses and in methods of instruction.

This overlapping is further made obvious by what has come to be the subject matter of certain required work in the early college years. Some modern languages—French, German, and perhaps Spanish—which ought to be acquired by a college student, in many cases were not provided some time since by the secondary schools, and accordingly was offered in the early college years. Now that a large number of secondary schools provide instruction in these subjects instruction in these languages is still maintained in the college in order to offer an opportunity for a wider range of acquirement—if a student has had French in the secondary school he may then have German in college and vice versa.

A similar state of things applies to the earlier work in certain sciences, as physics and chemistry, in history and in English.

A careful comparative study of school and college curricula will show that the overlapping will amount to from a fourth to a third of the entire four years' course for a degree. In other words, in substance the entire freshman year and a portion of the sophomore college year are devoted to subjects of study which are fully treated in good secondary schools. In still other words, the earlier part of the college course is in fact a repetition of the high school or academy. It is not till well along in the second college year that the student wakes up to the idea that he is no longer a mere schoolboy.

The usual practice is, in case an entering student has already satisfactorily covered a given subject of the college course in his admission requirements, to substitute some other subject in his college curriculum, thus making sure of his having a full four years' course. This is diametrically opposite the usual practice of the medical school, and after all is it really worth while? Is not the main reason for specified requirements—the customary fifteen units of entrance subjects—to insure that the candidate is prepared to carry successfully the work of the college course?

But if he has already done a part of that work, why not let this stand to his credit, to that extent shortening the time requirement for the degree? If his secondary school work in English or in mathematics was such as not to necessitate holding him to the early college work in those subjects, why keep him back by demanding from him something else? In short, why not apply to the early overlapping the same methods which experience has shown desirable in the later years?

Three Years of College Are Advanced in Character

In fact, out of the four years' college study only about three years at the most are really advanced in character. Why not encourage students so to direct their preparation plans that it should be the normal thing, and not the exceptional thing, for good students to obtain the baccalaureate degree in three years of real college work? There would still be room for the widest choice of electives by those whose progress for one reason or another should be slow. But the capable student would be inspired to do better work. The college would not longer be a bar to the university, but would lead directly to it. The college curriculum would be flexible, rather than the rigid thing it is to-day. And it is by no means sure that holding back the college student for a needless year of more or less elementary work really adds much to the educational value of his studies.

There is another feature of the educational situation which is of growing importance at this time. The number of students attending higher institutions of learning has greatly outrun the rate of increase of population. Attendance in high schools has largely increased, and the percentage of high school graduates who proceed to some higher institution of learning has also grown much larger. It was not many years since not more than about 10 per cent. of the graduates of these schools went to college. Perhaps a typical State to-day is Wisconsin. In that State it was officially reported from the State University in 1921 that from a third to a half of all the graduates of Wisconsin high schools go to the higher educational institutions of the State—and practically the same is true of neighboring States. In the decade from 1910 to 1920 the population of Wisconsin increased about 12 per cent., while in that period the enrollment in the State University doubled and that of the high schools of the State more than doubled.

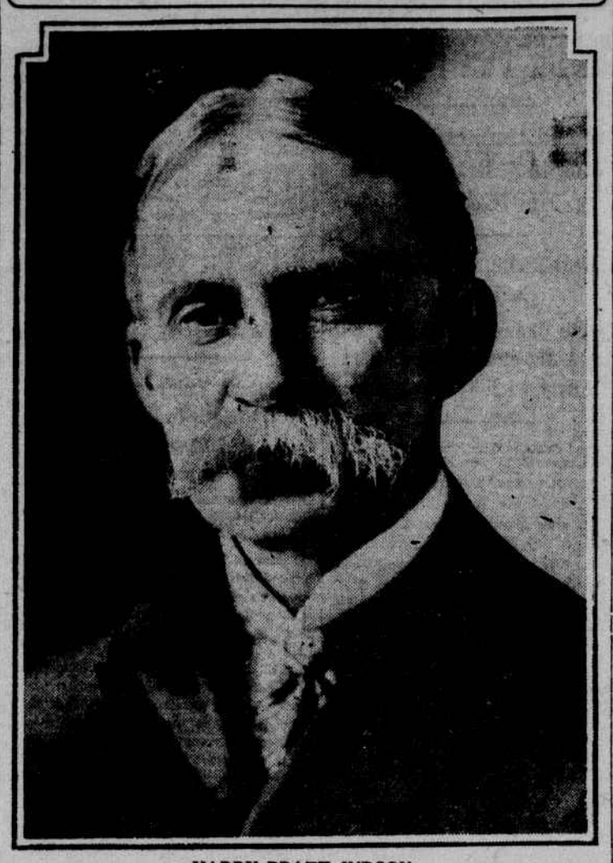
It has been estimated that of those of the present college age (18 to 22) in 1890 in the whole United States 1.1 per cent. were enrolled in colleges, while in 1918 that percentage had risen to 3.5. The population had not trebled in that time. The actual population increase was less than 40 per cent. The Wisconsin estimate for 1921 was that 8 per cent. of those between 18 and 22 in that State were in higher institutions.*

Meanwhile the costs of education have enormously increased. The Commissioner of Education reports that expenditures for all colleges and universities (public and endowed) in 1870 were $5,000,000. These expenditures in 1920 were $182,000,000. The population of the United States in 1870 was 38,558,371, and in 1920 was 105,710,620.

Is it not time for us to clear up the jungle? Is it wise for us to keep the educational process slowed up needlessly? It is certainly possible to save at least two years from elementary school to college without sacrifice of real educational values. The college course should be shortened below, the elementary school should be telescoped, the cult of "units" should be forgotten, and a stream of younger, more zealous and better trained students should pour into the professional schools and into business.

*Byrne, School and Society, March 18, 1922, p. 292.

Discusses the Educational Jungle



HARRY PRATT JUDSON.

Reforms Admittedly Are Needed, but Most Moves to That End Lead to Trouble.

ALL ENDS IN A JUNGLE

Western Educator Says American College Curriculum Is Outgrowth of Accident.

Scrapping of Feminine Traditions Has Paved Way for Women to Enter Business Careers

By ANNIE E. HICKINBOTTOM,
Dean of Hunter College.

THERE is always more or less danger in an adherence to preconceived ideas based on ancient example and past experience. Take for instance the good old traditions about women. Some of these are still justifiable. But in the light of present day conditions others are precariously shaky. Still others have been shattered altogether. This is not altogether surprising when we consider the constant change that is taking place in civilization. As Bergson has pointed out, the world is in a state of flux, and women, who are more immediately responsive to stimuli than men, are bound to experience reactions to the inevitable and natural mutations of this world.

With increased educational an economic opportunities women have conquered barriers that their grandmothers, however intrepid, would have regarded as insuperable. Not that the older generation was any less capable of making a plunge into fresh fields and pastures new, but merely that she was restrained and restricted by the preconceived idea that the function of woman, her range of activities and her prerogatives were defined, either implicitly or explicitly. And after all, this is definition, though based on the irrefutable and fundamental fact of her biological difference from man, was fortified and emphasized by custom, circumstance, assumption.

To the redoubtable pioneers of "woman's rights" belongs much of the credit for correcting distorted theories and freeing her from the repressive influences that had circumscribed her life and checked her initiative. The "higher education of woman," debated and frowned upon as it was, nevertheless prevailed, to be followed of course by emancipation in many other directions, political, social, economic.

Door Now Opened to Professional and Business Places

The war hastened this last process by opening wide the door to all sorts of professional and business positions automatically available when the men who held them entered the country's service. Women were quick to see their opportunity and quick to embrace it. They put all their strength, resourcefulness, intelligence into the untried channels of endeavor and work before them. They rose to hitherto unknown emergencies encountered unguessed difficulties and solved intricate problems which once and for all disposed of whatever myth survived as to their inability to cope with important tasks not primarily with their traditional province. These new interests and responsibilities were tremendously stimulating and the discovery that they could accomplish new and significant things only whetted their eagerness as it also increased their self-confidence. Even after the war they were naturally reluctant to abandon their recently acquired independence, and in many cases did not do so. The impetus given by this crisis in history to enlarging woman's field of action was so strong that its effect is undoubtedly more or less permanent. It was conclusively shown that she *could*, do other work than tradition had dictated.

And now comes the question, granting that premise, whether in taking her place in the economic world, where struggle and competition are as essential as they are disheartening, she loses any of her distinctly feminine characteristics. Does the young college graduate, for example, who enters a business career run the risk of sacrificing those indefinable but precious qualities which has been her heritage through the ages and which constitute the glorious attributes of womanhood?

Believes Modern Woman Has Lost Some Femininity

I am inclined to believe that she does. The strain upon her physical resources is no slight one. It is futile to pretend that she is as strong, nervously or muscularly, as a man. So she enters in competition with him under a distinct handicap and at a disadvantage which may prove a serious detriment. The consequent drain on her reserve force is very apt to imperil her health unless she takes it into consideration and does not attempt to ignore her physical limitations.

Again, the contact with men in business tends to the development of aptitudes and traits not wholly in accord with those which go to the making of a gentlewoman. Gentlemen in business are, as a matter of fact, rather a liability than an asset. The cultivation of mental alertness, direct thinking, executive ability, of business "pep" are all in themselves admirable enough, but a girl who acquires these loses a little of the much vaunted attractions of her sex. Her mind and her spirit, even, are engulfed in affairs concerned with her "job." She has little time and eventually little inclination for those preoccupations and activities which from time immemorial have been associated with her sex. She even ignores, and indeed sometimes discounts, the possibility of marriage.

It is a very fortunate outcome of the economic independence of woman that marriage is no longer regarded as an inevitable step, providing at least a means of support. The educated young woman of this generation can support herself, and if she marries this financial aspect is negligible. There is no longer the spur of necessity, and so matrimony has been relieved from the mercenary considerations which once were an important factor.

Heroes of 1921 Irish Revolution Are Portrayed in Royal Academy

Special Cable to THE NEW YORK HERALD.
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New York Herald Bureau,
Dublin, April 8.

Ireland's recent history already is having an effect on Irish art judging by the paintings now exhibited in the Royal Hibernian Academy. The principal portraits on view consist of studies of men who were the most prominent in last year's revolution.

Sir John Lavery is showing a portrait of Archbishop Mannix which is fair and also a smaller study of Eamon de Valera which is mediocre. Sir John failed to catch De Valera's expression of almost boyish sincerity and makes him look excessively gloomy. Some of the other artists have considerable difficulty in catching the characteristic expressions of the present leaders.

Leo Whelan is exhibiting a study of Michael Collins which in the matter of resemblance comes the closest of any, but it is still unsatisfactory. This American artist's portrait of Commandant-Gen. Rory O'Connor, one of the principal leaders of the secessionist army, is moderately successful, catching something of O'Connor's patient, purposeful look.

One of the most successful portraits comes from a lesser known artist, Estella F. Solomon, who is showing a likeness of Francis Gallagher, political editor of the *Republic of Ireland*. John Keating is showing a pleasing study of Commandant Sean Tracy in an Irish Republican army uniform. Tracy is one of the heroes of the Easter uprising. A couple of years later the picture is likely to have much immediate popularity in Ireland.

Keating is one of the outstanding artist in this year's exhibition, his depictions of uniformed volunteers showing a fine sympathy and skilful handling. His "Men of Youth" shows a group of determined young Irishmen sitting on top of a hill above a road with rifles across their laps, alertly waiting for a British lorry. The cool tensity of the men as though they were just hearing the hum of the distant motor is admirably portrayed.

Charles Lamb with a number of Connemara studies also shows distinct ability. His study of a fisher boy and that of a group of typical Connaught women wearing fine homespun shawls and standing in front of tumbled down cottages both are charming.

Fascisti Turning From Coup d'Etat

Special Cable to THE NEW YORK HERALD.
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New York Herald Bureau,
Rome, April 8.

Meeting in Milan this week the national council of the Fascisti developed a new tendency: to abandon open opposition to the government. Benito Mussolini, the leader of the movement, definitely repudiated his former stand that the Fascisti must stripe a coup d'etat and set up a military republic, declaring that instead the Fascisti must become a vital force in the nation's political life.

Several leaders emphasized the need for discipline among the members. Recent incidents, such as venal murders, are believed to have evoked this new policy. The council sent a messenger to Gabriele d'Annunzio to ask him to declare publicly whether he is now for or against the Fascisti.